



Read to Achieve: Understanding the Legislation

North Carolina Department of Public Instruction
K-3 Literacy Division



READ TO ACHIEVE
K-3 Literacy Division
NC Department of Public Instruction



720





Read to Achieve



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The General Assembly of North Carolina enacts:

PART I. IMPROVE K-3 LITERACY

SECTION 1.(a) G.S. 115C-81.2 is repealed.

SECTION 1.(b) Article 8 of Chapter 115C of the General Statutes is amended by adding a new Part to read:

"Part 1A. North Carolina Read to Achieve Program.

"§ 115C-83.1A. State goal.

The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.

"§ 115C-83.1B. Purposes.

(a) The purposes of this Part are to ensure that (i) difficulty with reading development is identified as early as possible; (ii) students receive appropriate instructional and support services to address difficulty with reading development and to remediate reading deficiencies; and (iii) each student and his or her parent or guardian be continuously informed of the student's academic needs and progress.

(b) In addition to the purposes listed in subsection (a) of this section, the purpose of this Part is to determine that progression from one grade to another be based, in part, upon proficiency in reading.





Read to Achieve

Legislative Components

- Comprehensive Reading Plan
- Kindergarten Entry Assessment
- Facilitating Early Grade Reading Proficiency
- Elimination of Social Promotion
- Successful Reading Development for Retained Students
- Notification Requirements to Parents and Guardians
- Accountability Measures

North Carolina Comprehensive Reading Plan



North Carolina Read to Achieve

[NC Comprehensive Reading Plan](#)



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Reading Plan Strategies

Comprehension

Vocabulary

Fluency and Accuracy

Phonics

Phonemic Awareness





Read to Achieve: Kindergarten Entry Assessment (KEA)

Office of Early Learning

Facilitating Early Grade Reading Proficiency



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Alternative
Assessment

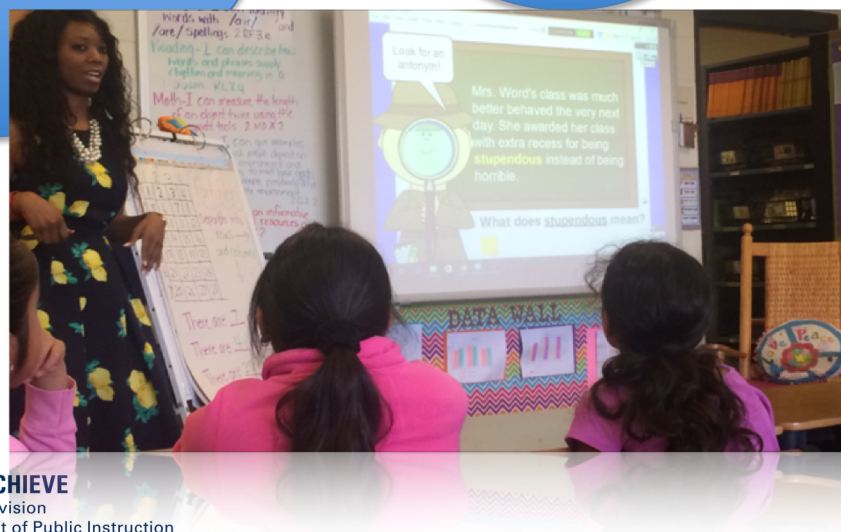
Student
Reading
Portfolio

Children
with
Disabilities

**Good Cause
Exemptions**

Multiple
Retention
and/or
Interventions

English
Learners



Ways to Show Proficiency



- BOG (Beginning of Grade test)
- EOG (End of Grade test)
- EOG retest
- RtA Alternative Test
- Reading 3D at Level Q
- Alternative Assessment- Reported to SBE
- Completed Portfolio



Portfolios

- Developed throughout the year
- Scoring the passages
- Completed in school during instructional time
- Securing testing materials

Reading Interventions- Charter Students



- 90 minutes of uninterrupted instruction
- Evidence-based reading instruction
- Accelerated reading classes
- Transition classes
- Summer reading camps



Reading Camps - Charter Option

- Encouraged, not required
- Provide opportunity to demonstrate reading proficiency
- Include 1st and 2nd graders to work on deficits in skills





Reading Camp Requirements

Reading camps shall:

- (i) offer at least 72 hours of reading instruction to yield positive reading outcomes for participants
- (ii) be taught by compensated, licensed teachers based on demonstrated student outcomes in reading proficiency
- (iii) allow volunteer mentors to read with students other than during the 72 hours of instruction. The 72 hours of reading instruction shall be provided over no less than three weeks for students in schools using calendars other than year-round calendars.



Notification to Parents- Required

- Notification of not reading at grade level and possible retention or exemption for good cause
- Notice of retention and reason the student is not eligible for a good cause exemption
 - Description of proposed reading interventions



Reporting Requirements

- The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
- The number and percentage of third grade students not demonstrating reading proficiency and who do not return to the charter school for the following school year.




Reporting Requirements

- The number and percentage of third grade students who take and pass an alternative assessment of reading comprehension and the name of each alternative assessment used for this purpose with the number of students who passed it.
- The number and percentage of third grade students retained for not demonstrating reading proficiency.
- The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in subdivision (2) of this subsection.



Read to Achieve- LiveBinder

**NC Read to Achieve**
By: [NCDPI K-3 Literacy Division](#)

Livebinder Navigation
North Carolina Read to Achieve
Resources
KEA
Read to Achieve Memos
mClass:Reading 3D Memos
3rd Grade Portfolio
Educator Effectiveness
Master Literacy Trainers
Exceptional Children
RtA for PARENTS
Reading Camp
Dual Language and Immersion
mCLASS:Reading 3D

LIVEBINDER UNDER CONSTRUCTION
The NC Read to Achieve LiveBinder will be under construction during the next few weeks as we prepare to launch. We will have any questions or need assistance finding specific information during this time period please contact your local literacy coach.
[/media/get/MTM3Mjc1ODI=](#)

<http://www.livebinders.com/play/play/850102>





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